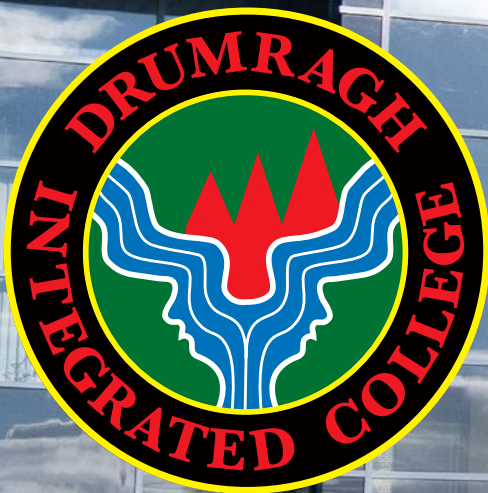




DRUMRAGH INTEGRATED COLLEGE
SIXTH FORM
PROSPECTUS

FOR ENTRY
SEPTEMBER
2026

EXCELLENCE FOR EVERYONE

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OPPORTUNITIES
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WELCOME

I would like to express a warm welcome to all Parents, Carers and Students. Choosing to join Sixth Form is a very important decision and represents a significant investment for the future. Planning your future after your GCSEs is a really exciting moment in a young person's life. Sixth Form is a time of great change, with many new and exciting opportunities on the horizon. It is a time when you get to refine your educational experience by immersing yourself in your favourite subjects at a deeper level than GCSE. Whether it is because you already know what career path you want to take or if you just want to give yourself the widest range of options for the future, this prospectus will furnish you with much of the information you need to make the right decisions for you.

We believe that a student's experience of Sixth Form should be the start of a lifelong love of learning that will sustain them in whatever they choose as their eventual career path. Through high quality inspiring tuition, we aim to develop mature, thoughtful and independent learners; willing to work hard to achieve their ambitions. Our aim and vision is to build strong professional relationships that foster mutual respect and shared objectives. We pride ourselves in ensuring all our students receive dedicated support to help them with their eventual careers.

Drumragh Integrated College's Sixth Form has a track record of success with students leaving us at the end of Year 14 to go to some of the most prestigious universities in the UK and Ireland. We also have students leaving to start apprenticeships and to move directly into the world of work. Such success is always as a result of hard work and our dedicated staff will be there with you every step of the way. The courses we offer are highly regarded by Russell Group universities, specialist colleges and by top employers. As one of our Sixth Formers, you can expect to be taught by expert teachers, in small class sizes, with our full support, as you work towards building a successful and fulfilling future.

At Drumragh Integrated College, our Integrated values play a vital role in the success of our Sixth Form. We conduct ourselves according to the principles of integration – to respect ourselves, to respect each other, to respect our environment and always to learn to the best of our ability. We are proud of the social, cultural and religious identities of all of our young people, for whom we believe that we provide a shining example of integration in practice and a quality of education, that is second to none. Our examination results continue to be above the national average for similar schools in Northern Ireland.

Our aim is that when our students leave at eighteen, they are mature, empathetic and have an appreciation of how to be caring and productive members of their community.

We understand that deciding what to study in Sixth Form is a big decision for you and your family. We hope that you are excited by what you see here and can see yourself excelling in our environment. This prospectus is designed to help steer you through this process but it is important to remember that our experienced staff are also available to provide valuable advice and guidance whenever you need it. Do not hesitate to contact me directly with any further questions you might have.

MR EAMON DUNCAN
HEAD OF SIXTH FORM

OUR VISION & VALUES

Since our foundation in 1995, we have been striving to meet the needs of students who come from all faiths and traditions, backgrounds and academic abilities. We have grown from 85 students in 1995 to 650 today, reflecting the strong regard for Drumragh Integrated College by the local and wider community.

Our College motto is 'Excellence for Everyone' and this permeates all that we do. Our success as a college is well documented, particularly for our focus on innovative Teaching for Learning, our comprehensive Pastoral Care Programme and our endeavours to build close partnerships with parents and families. This approach has ensured that for many, Drumragh has been a natural choice for all in the family.

As a Child-Centred College, we pride ourselves on the warm and caring atmosphere and the excellent relationships between students and staff, and we believe in supporting the needs of every individual. Our examination results continue to be above the national average for similar schools in Northern Ireland.

MISSION STATEMENT:
**EXCELLENCE
FOR EVERYONE**



DRUMRAGH INTEGRATED COLLEGE

VALUES

Respect

Equality

Inclusion

Kindness

Excellence

Collaboration

**EXCELLENCE
FOR EVERYONE**



DRUMRAGH INTEGRATED COLLEGE

VISION

**Be a Strong Example
of Integration in
Practice**

**Provide Excellent
Education for All**

**Encourage Everyone to
Demonstrate Kindness
and Respect**

**Foster Understanding
and Tolerance**

**Provide a Secure, Positive
Learning Environment**

**Support and Celebrate
Personal Best**

**Build a Strong
Partnership with
Parents**

**Prepare Innovative
Citizens of the Future**

**EXCELLENCE
FOR EVERYONE**

HEAD BOY

"Being appointed Head Boy at Drumragh Integrated College is a great honour that fills me with pride and gratitude. When I first joined, I never imagined I'd have the privilege of representing our school in this way. To be trusted with this responsibility in a place that means so much to me is truly humbling.

Drumragh is special - not just for its achievements, teachers, or students - but because it's an Integrated school. It brings together people from different backgrounds to learn, grow, and build lasting friendships. Our teachers guide us, encouraging independence, reflection, and ownership of our learning. The motto, Excellence for Everyone, reflects our belief that every student has the potential to succeed.

Integrated Education has taught me lessons beyond textbooks about respect, understanding, and the power of diversity. Through projects, debates, and daily interactions, I've learned that difference doesn't divide us - it strengthens us. I've become more confident, open-minded, and determined to make a positive impact.

Drumragh has shaped who I am, instilling values like tolerance, empathy, and equality. It's also helped me pursue my dream of becoming a commercial airline pilot, equipping me with key skills like communication, time management, and independence.

As Head Boy, my goal is to represent every voice, help others feel included, and build on the foundation of respect and unity that defines our school. Being part of the Integrated family means everyone belongs - regardless of background or belief. If that's the kind of environment you're looking for, come join us.

Thank you to my teachers, friends, and everyone who makes Drumragh a place where we all belong. I'm proud to be your Head Boy and even prouder to be part of this Integrated family."

Ryan Patterson, Head Boy



HEAD GIRL



"Drumragh Integrated College has played a defining role in shaping who I am today: a fair, open-minded individual who values diversity and inclusion. Looking back over my seven years at Drumragh, I have never once doubted my decision to pursue this educational path.

Growing up in such an inclusive environment has allowed both me and my peers to thrive, supported by an exceptional team of dedicated teachers and staff. The high-quality education at Drumragh ensures that every student is encouraged to reach their full potential academically, socially and personally, within a strong and supportive community.

For A-levels, I chose to study Geography, Government & Politics and Professional Business Services. These subjects reflect my personal interests and keep my future career options open. Drumragh's flexible timetable allowed me to pursue my top subject choices while benefiting from small class sizes, which foster strong, supportive relationships between students and teachers - something truly unique.

Sixth Form at Drumragh has also shown me the value of learning beyond the classroom. I've taken part in a wide range of extracurricular activities, including Mandarin Chinese, Athletics, Art Club and the Duke of Edinburgh Award. These experiences introduced me to volunteering, which has become a real passion. After completing the Duke of Edinburgh Award and participating in the Peer Mentoring Programme, I was inspired to volunteer in a language immersion programme in southern Spain, helping Spanish students improve their English. This incredible opportunity would not have been possible without the encouragement and support of the Drumragh community.

As I prepare for Year 14 at Drumragh, I feel deeply grateful for the opportunities I've had and the personal growth I've experienced. In my role as Head Girl, I hope to be both a voice for the student population and a liaison with the school staff. I have immense respect for my teachers, who have helped shape me into the person I am today. At Drumragh, I've always felt valued and heard, and I know that the foundation of integration will continue to guide me as I move forward in life."

Nualah Hasson, Head Girl

STUDENT LEADERSHIP OPPORTUNITIES

At Drumragh Integrated College, we are proud to offer a wide range of leadership opportunities that help Sixth Form students grow into confident, responsible, and community-minded individuals. Our Senior Student Leadership Team meets fortnightly to reflect student voice and lead initiatives across key areas such as:

- Wellbeing
- Eco Issues
- Year 8 Buddy Programme
- Numeracy and Literacy Mentoring

These roles allow students to act as role models and peer leaders, building strong relationships across year groups and contributing positively to the school environment.

"Serving as a Senior Prefect has been a highlight of my College experience - it's a position of trust and responsibility that has allowed me to develop leadership skills, support younger students and contribute to the College community in a meaningful way."

Orla, Senior Prefect

"I enjoy the challenge of A level Biology, Chemistry and Geography - each subject has pushed me to think differently and the staff have been brilliant throughout. Taking on the role of Deputy Head Boy is helping me grow under pressure and stay focused."

Brian, Deputy Head Boy

Students have the opportunity to participate in the EPIC Awards, which recognise and reward volunteering efforts. These awards, available at Bronze, Silver, and Gold levels are a powerful way for Drumragh students to demonstrate leadership and service in the local community.

Our Sixth Form students participate in 'The Champions Programme' which equips them to be Well-Being Ambassadors, helping to support the emotional needs of younger students in the College.

"As Deputy Head Girl, I've found the role fun, busy and incredibly rewarding. It has helped me grow in confidence and has helped me develop my leadership skills. I'm passionate about understanding people and hope to pursue a career in Child Psychology or Psychiatric Nursing."

Lucy, Deputy Head Girl

"I study Maths, Geography and Business, and I enjoy the challenge that A levels bring. Being elected as a Senior Prefect has been really rewarding - it's given me the chance to make a positive impact. I hope to pursue a Degree or Apprenticeship in Accountancy."

Oisin, Senior Prefect

LIFE AS A *SIXTH FORM STUDENT*

MAKING A CHOICE

LIFE AS A SIXTH FORM STUDENT

The biggest difference between a pupil and a student is independence. As a Sixth Form student you are expected to be self motivated and self directed. Your approach must be professional and your studies should be your ultimate priority if you are to achieve your best.

This independence extends to all aspects of your Sixth Form experience, from your academic subjects to your extra curricular activities. Our ability to offer a range and quality of opportunity is one of our strongest assets and has proven both extremely popular and very successful in recent years.

Post-16 study is very different from GCSE study and it is important that you make the right choice before you start. There are some things you can do to help you make the correct decisions.

What You Can Expect:

- High quality teaching using a variety of teaching strategies and methods.
- Careers advice and guidance that is personalised to you.
- Support to enable you to learn independently outside of the classroom.
- Regular assessment of learning and for learning.
- Effective and regular target setting and self-evaluation.
- A wide range of extra-curricular activities.
- Timetabled study periods in the dedicated Sixth Form Centre to reinforce class room learning.
- Opportunities for work placements.



What We Will Expect

- For you to commit to your personal curriculum and learn to the best of your ability.
- You will act as role models for our younger pupils at all times and in all places.
- You will attend school with 95% regularity and punctuality
- To wear the uniform with pride and to understand that the silver tie comes with responsibility.
- To involve yourself in the wider, broader setting of the school.
- You will respect your fellow students, staff and Sixth Form Centre facilities.

The Sixth Form Applicant FAQ's

In general terms, A-levels are academic, and applied A-levels are their vocational equivalent. This means that applied A-levels are designed to reflect the knowledge and skills required in a particular area of employment, such as Health Care, Information Technology, Business and so on.

Both qualifications will require you to complete coursework and external exams but there tends to be a greater emphasis on coursework in applied A-levels. Coursework tasks generally during post-16 study are much more time consuming and completed to a much higher standard than at GCSE. It often requires you to do your own research and you will be expected to spend your study periods completing coursework.

2) Which subjects should I choose?

Choose subjects you like and are good at. Subjects at A-level and applied A-level are studied in much greater depth than at GCSE and there is a greater emphasis on personal study. It is therefore important that you have a genuine interest in the subject, so that you will be motivated and find it easier to study. If you have a good record in a subject in year 12, it might be sensible to choose that subject in Sixth Form.

Choose subjects you will need for your career. It is important at this stage that you plan ahead and choose subjects that are needed for entry into university or college, or are needed for employment. Your post-16 study should be a means to an end and you will be far more motivated to succeed if you know what that end is! So before making your final choice you should find out what subjects are required for your chosen career (if you don't know what this is yet – refer to question 3!) and in this way you will save time later and you will ensure that you can gain entry to what you need.

3) What if I have no idea what career I want?

Choose subjects that keep your options open. Don't limit your options to the extent that you can only choose from a very narrow range of subjects at further and higher education. This will require research and patience on your part but will be worth it when you begin looking at courses at university.

4) I don't know where to start! Who can help?

Relax, lots of people are only too willing to assist you.

Firstly, talk to your subject teachers. Your GCSE teachers will be able to advise you on the requirements for study at Post-16. They will also be able to guide you on the suitability of a particular subject for you personally.

Secondly, talk to your careers teacher. Mr Callan is an excellent source of information. He has a good overview of the different types of courses and the relevant information from the universities and colleges. You can use this information to help you choose what subjects to study.

Thirdly, talk to students already in the Sixth Form. Go straight to those who know. Find out what the subjects you are interested in are like from the students' perspective. We have students at Drumragh studying a vast array of subjects and they will be very willing to chat to you about the decisions you face. It's not long since they were facing similar choices and their experiences could be invaluable!

MAKING A CHOICE

THE POST-16 CURRICULUM

The Post-16 curriculum allows students to study:

- Advanced levels (modules taken in June of Year 13 and Year 14)
- Applied Advanced Levels
- BTEC Level 3 Subsidiary Diplomas

In addition to the academic subjects, students are timetabled for:

- Private Study
- Careers
- Personal Development (PD)
- Curriculum Enrichment.

The GCE Advanced Level Qualification

The advanced level qualification now consists of modular examinations. Most subjects examine at the end of each year of study (May/June) and can be a combination of formal examinations and/or coursework. The subject pages at the back of this prospectus stipulate how many modules each subject comprises and what assessment is involved.

It is important to understand that advanced levels are two year courses and no qualification will be awarded for completing the first year. Both years must now be completed to achieve an advanced level award. Hence we advise all of our students to select three subjects carefully.

Assessment of advanced level courses is in the traditional grade format from A* to E.

Applied advanced levels are suitable for students who would prefer to follow a more vocationally orientated route. Both are similar in that they both consist of modules, but with an applied A-level, the modules are designed to focus on a particular vocational area, such as Health Care.

Assessment of applied A-level courses is also in the traditional grade format from A* to E.

BTEC / OCR Level 3 Technical Diploma

The college offers the advanced level equivalent BTEC courses in Business Studies, ICT, Performing Arts and the OCR Level 3 Extended Certificate in Sport. Each carries the same weight as one advanced level qualification but, while some of these courses do examine, there is more emphasis and weighting toward coursework. Final grades are in the format, Distinction star (A* equivalent), Distinction (grade A equivalent), Merit (grade C equivalent) and Pass (grade E equivalent).

Collaboration

To further improve our Post-16 provision, we are now able to offer students the opportunity to collaborate with other course providers in the area, if we are unable to provide the course of choice. Every effort is made to provide each student with the curriculum of their choice and we believe that personalising the curriculum in this way is fundamental to long term examination success. Other courses on offer through the Omagh Learning Community (OLC) have included BTEC in Agriculture, Applied Science, Children's Care and Learning Development, Construction, Engineering, Hospitality, Media: TV and Film and Media: Game Development, Sport and Exercise.

More details with regard to collaborative ventures are available on request from Mr Duncan, Head of Sixth Form.

Enriching the Curriculum

Today, university admissions tutors and indeed employers are demanding more from our young people. It is our responsibility to provide opportunities to develop skills that will enhance their development without adding significantly to their already large workloads. We try to provide a range of opportunities that are challenging but rewarding, that require commitment but are fun and that ultimately make a difference to their educational experience and future aspirations.

Often, the skills and experiences gained through this scheme are what catches the eye of an Admissions Tutor and/or employer and make the ultimate difference. Our advice to students is get involved!

Enrichment is part of every student's timetable, and it is an opportunity for students to develop new skills and interests. Each student will be expected to make full use of the time by participating in enrichment activities. Below you can see some of the accredited activities in which students have engaged recently:

- Peer Mentoring
- The Duke of Edinburgh Award
- First Aid
- Projects Abroad
- Cookery lessons
- Peer Tutoring
- Driving lessons
- Work experience
- Senior School Council
- Mentoring
- Reading Buddies
- Mandarin

STUDENT SUPPORT

The programme in the Sixth Form is designed to provide students with the academic and pastoral support they need. We believe that students deserve high quality, unwavering support that will ensure that they maximise their potential and reach their personal best. This support is delivered through a range of carefully structured components.

Each student is allocated to a form teacher who will have personal responsibility for the progress of each student. Each form teacher has time built into his or her timetable specifically for student contact. In this way, the service we provide to our students is individualised and personal.

1. Profiles of Year 13 Form Staff

Mr Gallagher (CG), Head of PE and experienced Sixth Form Tutor, brings valuable insight from his dual role to support and guide students. Mrs Suzanne Hagan (SH) joined the team in September 2023 and draws on years of experience teaching A level Design & Technology as Head of Department. Together, they share their thoughts on key questions students should consider as they begin Sixth Form.

(Q) What qualities make a successful advanced level student in your experience?

CG - "There are many, but the three that stand out and have made a difference to my students over the years are focus, independence and above all determination."

SH - "A successful A level student stays positive, perseveres, seeks help when needed and shows curiosity beyond the syllabus. They express ideas maturely and ask thoughtful questions."

(Q) Why is it considered difficult to make the transition to advanced level?

CG - "The work is simply more difficult. Problems are more complex and require development of new skills. Students that work hard to develop these skills make the transition more smoothly."

SH - "Moving from GCSE to A level demands stronger self-discipline and time management. With deeper subject content and growing independence-like social life, part-time work, or driving - balancing priorities becomes key to success."

(Q) What qualities do you look for in a foster in your form group?

CG - "A-level students are young adults. They must communicate with me effectively and to help this along, we try to engender a team spirit approach. This requires trust which comes in time."

SH - "A strong form group shows kindness, respect, and teamwork. Volunteering and active participation are valued, and open conversation helps build relationships and lets the Form Teacher get to know each student better."

(Q) If you could give one piece of advice to an advanced level student, what would it be?

CG - "Be prepared to work hard because, despite what you think, you have absolutely no idea of the scale of the challenge upon which you are about to embark! That said, enjoy it, grab any opportunity that comes your way and only take time off, if it's absolutely essential."

SH - "Embrace and enjoy the experience of your final school years, remember to get the balance of your academic and social lives right. Ask for help if needed. Make good friends and lasting memories, study hard so you have choices and remember to have fun."

PROFILES OF THE KEY MEMBERS

2. Mr Callan – Head of Careers Profile

Mr Callan has been involved with teaching at Sixth Form level for eighteen years. During this time he has taught Business Studies, ICT, Computer Science, Digital Technology and Creative Media. Throughout his career, he has also gained vast experience as an Associate Assistant Principal, Head of House, Head of Department, Progress Leader, Head of Department and Whole School ICT Coordinator. He is committed to helping students to broaden their horizons and find their individual pathways to success.

(Q) From a careers perspective, why is it difficult to adjust to advanced level?

“Not only do students need new levels of drive and determination to succeed at A-Level, they now need to have one eye on the future. What is the next step for me? How do I get to the next stage of my career? Students have to make decisions for themselves, this is exciting but a little scary too. This is where I come in.”

(Q) How does a student overcome these difficulties?

“Use independent study time wisely! If a student has a break in subject work, then they should start thinking about how they get to the next stage. University courses and employment opportunities are well documented in the Careers Department and the more time devoted to the future, the better it will be.”

(Q) How can a student increase the chance of having a career that is happy and fulfilling?

“Do the research and use the expertise of staff that is on hand to help. Always have a plan. If the plan changes, that’s okay, but having no plan will reduce motivation to work hard and so ultimately the number of career opportunities.”

(Q) What resources are available when the time comes?

“The time is now! Don’t put off researching your future till tomorrow. Tomorrow never comes. Start early and make it an ongoing process. We have vast resources available. Everything from software to books, from prospectuses to organised trips to institutions in Northern Ireland. You can do whatever you aspire to do – but you have to decide to do it first.”

3. Study Supervisors

In addition to designated Sixth Form facilities, we have a dedicated Sixth Form Supervisor, Mrs Morrison, she is responsible for our study room. Whenever timetabled for study, this provides a base, and contains the facilities for students to further reinforce class room learning, an integral part of being a Sixth Form student. In addition to this, the college has recently invested in a facility that allows students to take a break from studying. Vending facilities, soft seating and reading materials are provided in a room annexed to the study facility which allows students to take a break from the rigours of their A-levels creating a calm, relaxed and peaceful oasis in an industrious and competitive academic environment.

4. Personal Development Programme (PD)

The Personal Development Programme (PD) has been designed to provide each student with the skills and awareness they will need to progress through Sixth Form and into university or employment.

The Year 13 programme is based on a variety of topics including Study Skills, preparation for Work Experience and Revision Techniques. An important feature of PD at Sixth Form is the opportunity for students to have discussion time with their Form Teacher and with numerous visiting speakers. Presentations are arranged on issues such as drugs and alcohol awareness, road safety, finance and community volunteer opportunities.

The Year 14 programme focuses on the skills necessary to progress beyond Drumragh Integrated College, getting our young people University ready, further education ready or work ready.

WELCOMING NEW STUDENTS

& CAREERS PROVISION

Drumragh Integrated College is particularly pleased to welcome new students. We appreciate that it is a difficult decision to change schools at sixteen and that the prospect of making new friends can seem daunting. We have worked hard to try and make this transition as smooth as possible and it is a feature of our service of which we are very proud. Much of what we do has been suggested by students who were themselves new to Drumragh Integrated College.

If you are thinking of applying to Drumragh Integrated College for the first time, please be assured that we will do everything we can to ensure you feel welcome and that the start of your new career is focused on the most important issue – your personal success. During your time in the Sixth Form you must begin to make some decisions about your future. Being well informed and up to date with Higher Education and employment trends is crucial and so careers guidance is a vital part of Sixth Form life. We are very proud of the guidance and the facilities that we offer our students. We have a well resourced careers library and a dedicated and experienced careers advisor who helps students achieve their long term aspirations. Below are just some of the services our outstanding careers department offers to our young people:

- Careers Interviews
- Academic Mock Interviews
- Work-Ready Interview Techniques
- UCAS Workshops and Seminars
- University Open Day Entitlement
- UCAS Careers Convention
- Residential Course Opportunities
- Queen's University and University of Ulster open day visits
- Work Experience
- Student Finance Workshop
- Industry expert guest speakers
- Exploration of Apprenticeship routes
- Gap year opportunities
- A personalised approach to careers guidance

During Year 13 and 14, all students follow a detailed Career Education and Guidance Programme. This is part of the timetabled PD/Careers programme, during which students get the opportunity to talk individually with their form teacher and/or careers teacher.

During the Careers Programme, students are encouraged to think about their career goals, and how to achieve their goals. In particular they are encouraged to research a variety of post-16 options including university courses, and gap year programmes.

The Careers Department continues to strive for excellence through consistent refinement of services and by further development of working relationships with parents, employers, Universities, Further and Higher Education Colleges and professional bodies.

APPLICATIONS & ADMISSIONS

1. Students wishing to transfer from the College's own year 12 into the Sixth Form, will be admitted in preference to external applicants.

2. Applicants will only be admitted to the Sixth Form where they meet the basic entry requirements of:

(i) 6 A* - C grades (including GCSE Maths or English) in order to study three Advanced Level subjects (or equivalent) or more.

(ii) 5 A* - C grades (including GCSE Maths or English) in order to study three Advanced Level subjects (or equivalent) only.

Please note that individual subject criteria apply in addition to these; see the subject pages at the back of this prospectus for these subject specific details. Also, that the college reserves the privilege to make exceptions where extenuating circumstances exist.

3. Applicants must have demonstrated, through their preparation for their Key Stage 4 assessments, their commitment to achieving their best. This will include attendance, punctuality, the meeting of deadlines and behaviour. In the case of attendance, the college's expectation is at least 95% except where there are documented extenuating circumstances. To assess the meeting of deadlines, the student's record of submitting coursework on time will be consulted.

4. External applicants who have previously attended the college and wish to return, and who satisfy the above criteria, will normally be given priority over other external candidates.

5. Where previous criteria cannot resolve the order of priority, external applicants will be prioritised according to their GCSE results, with the highest being placed first.

6. Where the college is fully subscribed in any of the above criterion groupings, and applicants satisfy the other entry requirements, the Department of Education is the decision-making body.

Drumragh Integrated College criteria for any extra places made available by Department of Education for admission into Year 13 (Sixth Form)

The Department of Education may, on request, increase the number of pupils that the school can admit to its Year 13. Places that become available in this way shall be allocated only to pupils who meet the basic eligibility criteria for sixth form study (as above) and shall be allocated in the order determined by the criteria to be applied in the order set down:

1. Pupils who have most recently completed year 12 at Drumragh Integrated College.

2. Pupils from other schools where admission to an extra place at Drumragh Integrated College has been agreed by the Department of Education**.

** Parents should note how the DE will, in response to a school's request, increase the school's enrolment number in order to allow an extra post-16 pupil to enrol. DE will first check whether there is another school or schools of a type suitable for that pupil within an hour's journey of where the pupil lives. If there is, DE will then check whether this other school or schools with places available may provide all of the post-16 courses that the pupil wishes to pursue. If these checks find that no other suitable school may provide all of the post-16 courses that the pupil wishes to pursue – then DE will agree a school's request for an extra place.

What is a school of a type that is suitable for a pupil? To determine this, DE first considers all schools to be one of four types:

(i) denominational (ii) non-denominational (iii) Integrated and (iv) Irish-Medium. A school requesting an extra place for a post-16 pupil will belong to one of these four types and DE will consider any other school or schools from this same type as suitable for this pupil. DE will also consider as suitable for the pupil any school from the same type as the type of school that the child attended in year 12.

COURSE FINDER

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OPPORTUNITIES START HERE



CHEMISTRY IN CONTEXT

GRAHAM HILL AND JOHN HO

Essential **MATHS**



ART & DESIGN

HEAD OF DEPARTMENT MRS L MCKENNA

For GCE Advanced Level Art & Design we choose to follow a programme that offers students a wide range of options, approaches and artistic outcomes. For students interested in A-Level it is a natural and suitably challenging progression from GCSE.

Students following the GCE course are encouraged to think, act and work like true artists and designers. The course is demanding, creatively challenging, enjoyable and ultimately very rewarding.



ENTRY REQUIREMENTS

Candidates should have achieved Grade B or above at GCSE but there can be exceptions.

COURSE STRUCTURE & ASSESSMENT

The course outlined is accredited by Edexcel.

Course Structure

- Centre- led exploratory activities.
- Structured teaching- developing own visual language.
- Formal elements/visual language/ media and methods.
- Review and evaluation.
- Generating ideas.
- Contextual sources- gallery visits.

AS LEVEL:

Skills Workshops

Component 1: Personal Investigation leading to production of a Key Piece

A2 LEVEL:

Component 1: Personal Investigation (contd) leading to production of a Final Outcome with written element of 3000 words (max).

Component 2: Externally Set Assignment. Investigation of set theme leading to a Final Outcome (to be created in a 12 hour supervised period).

ASSESSMENT SUMMARY

COMPONENT 1: PERSONAL INVESTIGATION 60%

COMPONENT 2: EXTERNALLY SET ASSIGNMENT 40%

CAREER PROGRESSION

Our past students of Art & Design have gone on to study in colleges in Northern Ireland, England and Europe; following courses in Fine Art, History of Art, Textiles, Jewellery, Fashion, Architecture, Computer Game, Technology, Animation & Web Design.



BIOLOGY

TEACHERS OF BIOLOGY:

MR D LILLEKER & MRS E SPROULE

Biology is the study of living organisms in all of their forms down the ages. It is a challenging yet rewarding subject for all students interested in life, the world around them and how we intend to use our understanding of living systems in the future. Indeed the subject is so varied that on the one hand, biological theory could potentially help to explain how we came into existence and on the other, biological techniques in the future could feed the hungry and heal the sick. A-Level Biology provides a flavour of the many branches of this incredibly broad subject. It will even help you to understand yourself that little bit better!



ENTRY REQUIREMENTS

In addition to overall college post-16 entry requirements, a minimum grade BB* is required in GCSE Double Award Science.

*The BB Grade must be secured through study of higher tier modular GCSE examinations, not foundation level.



CAREER PROGRESSION

Students wishing to pursue a career / course in the following capacities would benefit from studying Biology:

Medicine, Nursing, Psychology, Dietetics, Dentistry, Sports Sciences, Anatomy, Forensic Science, Veterinary Sciences, Physiotherapy, Physiology, Criminology/Forensics, Occupational Therapy, Gene Counselling, Biochemistry, Ecology, Forestry, Environmental Science & Renewable Energy.

COURSE STRUCTURE: CCEA – 6 MODULES

MODULE	MODULE TITLE	SAMPLE COMPONENT TOPICS
AS 1	Molecules and Cells	• Enzymology • DNA Technologies • Virology • Cells, Tissues and Organs
AS 2	Organisms and Biodiversity	• Transport and Exchange in Plants and animals • Adaptation of organisms • Biodiversity
AS 3	Coursework: Practical Skills	• Knowledge and understanding • Application of knowledge and understanding • How Science Works
A2 1	Physiology and Ecosystems	• Homeostasis • Immunity • Coordination and control in plants & animals • Ecosystems
A2 2	Biochemistry, Genetics and Evolutionary Trends	• Respiration and Photosynthesis • The Genetic Code and Gene Technology • Genes and Patterns of Inheritance • Classification and Phylogeny
A2 3	Coursework: Investigative and Practical Skills	• Hypotheses, Planning, and Implementation • Recording, Analysis and Interpretation • Evaluation

BUSINESS

HEAD OF DEPARTMENT MR D CALLAN

The Edexcel BTEC Level 3 National Extended Certificate (equivalent to one A-Level) in Business allows pupils to:

- Learn skills and knowledge that will be of real practical use in the world of business that pupils will ultimately enter.
- Work independently on coursework, serving as excellent preparation for working at university level.
- Learn about how businesses function, examining areas such as marketing, finance, human resources, economics and technology.
- Understand how both business and personal finance works.

The course has been endorsed by industry as providing pupils with skills and knowledge essential to working in Northern Ireland, UK and world-wide economies. Pupils studying this course over the last three years in Drumragh have successfully secured places at elite universities such as Queen's University, Belfast.

ENTRY REQUIREMENTS

Students wishing to study Business must have obtained a grade C or higher in Business at GCSE Level. A student wishing to study Business at KS5 level and who has not studied Business at GCSE level, must have obtained a grade B or higher in Higher level English at GCSE Level.

COURSE STRUCTURE & ASSESSMENT

Units 1 and 2 are completed in Year 13 and are worth 50% of total qualification
Units 3 and 4 are completed in Year 14 and are worth 50% of total qualification

Year 13

Unit 1: Exploring Business (internally assessed coursework)

Unit 2: Developing a Marketing Plan (externally assessed exam based on pre-released case study. Exam is completed on a computer)

Year 14

Unit 3: Personal & Business Finance (externally assessed written exam)

Unit 4: Recruitment and Selection (internally assessed coursework)

Assessment ratio is 58% externally assessed exams (done during summer exam schedule) and 42% internally assessed coursework (done on computers throughout September to June)

CAREERS PROGRESSION

The course will assist pupils entering both further education and employment. Business is currently one of the most popular degrees chosen at UK universities and also forms components of many other degree courses. A sound knowledge and understanding of business and industry should also help pupils in their wider lives, regardless of their future career paths.

Specific careers include marketing, finance, sales, retail, manufacturing, engineering, IT, management, consultancy and many more.



CHEMISTRY

HEAD OF DEPARTMENT: MISS N MCLERNON

It was only a century ago that scientists began to realise the nature of atoms and this unlocked the door to a continuing race for knowledge. Chemistry is a progressive, modern and ever changing subject as new discoveries are made and technology advances at an ever increasing rate. This course will let you investigate how science works and develop your ability to think as a chemist. You will be able to appreciate the contribution chemists have made, and continue to make to our society and understand why it is necessary for chemists to be involved in decisions which affect our society. By the end of the course you should be able to use scientific logic to assess critically a wide range of ideas presented in newspapers, books and the media.



ENTRY REQUIREMENTS

In addition to overall college Post-16 entry requirements, a minimum grade BB is required* in GCSE Double Award Science.

*The BB Grade must be secured through study of higher tier modular GCSE examinations, not foundation level.



CAREER PROGRESSION

Chemistry is a prerequisite for many courses in Higher Education and for many areas of employment.

Chemistry is normally required for the following courses:

Dentistry, Veterinary careers / training, Pharmacy, Biological Sciences, Biomedical Science, Medicine, Chemical Engineering, Forensic Science, Food Science, Biochemistry, Dietetics & Agriculture.

COURSE STRUCTURE AND ASSESSMENT

Unit	Value At AS Level	Value At A Level
1. Basic Concepts in Physical and Inorganic Chemistry	35%	16%
2. Further Physical and Inorganic Chemistry and Introduction to Organic Chemistry	35%	16%
3. Practical Assessment	30%	8%
4. Periodic Trends and Further Organic, Physical and Inorganic Chemistry		24%
5. Analytical, Transition Metals, Electrochemistry and Further Organic Chemistry		24%
6. Practical Assessment		12%

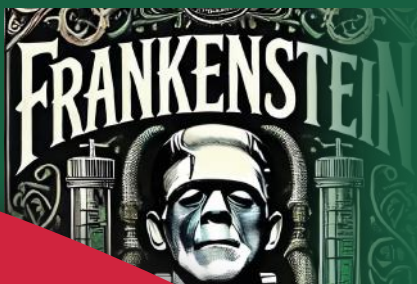
The course outlined is accredited by CCEA.

An AS Level is awarded on successful completion of units 1, 2 and 3. An A Level is awarded on successful completion of all 6 units.

ENGLISH LITERATURE

HEAD OF DEPARTMENT: MRS C MOORE

The A Level English Literature course, through exam board, CCEA, aims to foster a love of reading, enjoying and analysing a broad range of texts. The course allows and encourages students to engage with literature and foster a personal relationship and interpretation of a variety of genres. Students will learn to research and apply historical, social and cultural contexts to help inform their interpretations. In studying a wide range of texts, students develop advanced study skills which prepare them for third level education. The English Literature course supports students in the learning and development of; independent research skills, essay writing skills and public speaking skills, through presentations to the rest of the class.



ENTRY REQUIREMENTS

A* to B in English Literature or GCSE English Language. We will apply some specific conditions on students we accept designed to encourage success.

Students who choose English Literature will be encouraged to enjoy:

- Reading widely and independently
- Engaging creatively with texts and respond to them in original ways
- Developing and applying their knowledge of literary analysis

COURSE STRUCTURE & ASSESSMENT

Year 13 – AS Level (40%) Students study poetry, prose, and drama:

- Poetry and drama from 1900–present
- Prose from pre-1900

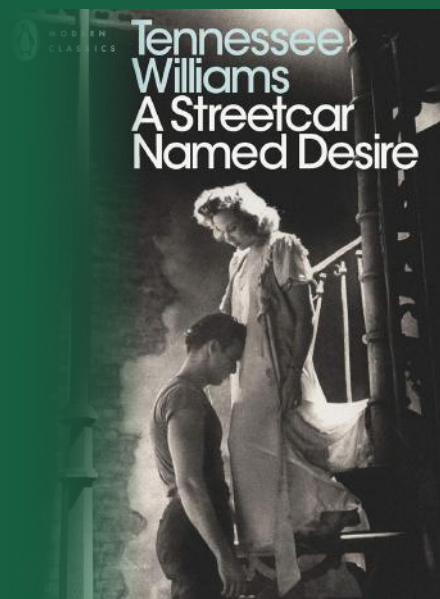
Year 14 – A Level (60%) Students will study:

- A Shakespeare play (20%)
- Pre-1900 and unseen poetry (20%)
- And will complete an internal assessment of 2,500 words based on two novels, one of which must be a twenty-first century publication (20%)

CAREER PROGRESSION

Students who study English Literature go on to follow a broad range of career paths. Notably, the media, including journalism, advertising and social media management. Other careers such as teaching, law, performing arts, the civil service and business or indeed any role that cherishes written and verbal communication would value an English Literature qualification.

Come and join us, you'll enjoy it!



GEOGRAPHY

HEAD OF DEPARTMENT:
MR M TONER

Geography offers students the opportunity to study their natural and man-made landscapes which exists all around them. It enables students to ask important questions about their world and examines how the world is in a constant state of change due to human and physical influences. Geography is seen as both a Science and Arts subject.

Geography is delivered in an interesting and stimulating manner and an enquiry based approach is adopted to develop in students the ability to question and seek out answers to explain their role in the bigger picture. It helps develop in students essential skills of decision making which are readily transferable to university and the arena of work.



ENTRY REQUIREMENTS

Students wishing to study Geography must have obtained a grade C* or higher in Geography at GCSE Level.

A student wishing to study Geography at AS/A2 level and who has not studied Geography at GCSE level, must have obtained a grade B or higher in Higher level English at GCSE Level.

COURSE STRUCTURE & ASSESSMENT

UNIT	ASSESSMENT FORMAT	DURATION	WEIGHTINGS	AVAILABILITY
AS 1: Physical Geography	External written examination	1 hr 15 mins	40% of AS 16% of A Level	June
AS 2: Human Geography	External examination paper	1 hr 15 mins	40% of AS 16% of A Level	June
AS3: Fieldwork Skills and Techniques in Geography	External written examination	1 hour	20% of AS 8% of A level	June
A2 1: Physical Processes, Landforms and Management	External examination paper	1 hr 30 mins	24% of A Level	June
A2 2: Processes and Issues in Human Geography	External Examination paper	1 hr 30 mins	24% of A Level	June
A2 3: Decision Making in Geography	External Examination paper	1 hr 30 mins	12% of ALevel	June

CAREER PROGRESSION

Teaching, Law, Journalism, Architecture, Pilot, Air Traffic Control, Tourism, Environmental Health, Town Planning, Surveying, Ordnance Survey, Police and the Armed Services and Medicine, Renewable Energy, Work in the Tourism sector.



GOVERNMENT & POLITICS

HEAD OF DEPARTMENT:

MRS B KERRIN

SUBJECT TEACHER:

MRS C KELLY

‘Just because you do not take an interest in politics, does not mean politics won’t take an interest in you’. So said the Greek statesman, Pericles, over 2000 years ago. Our lives are affected at every level by political decisions, whether we are aware of this or not. By studying GCE Government and Politics you will gain an understanding of local, national and international political systems. You will learn about rights and responsibilities, gain an understanding of the factors that affect political decisions and how political ideas influence world events.



Why study Government and Politics?

This subject helps you understand political systems, ideas, and their impact on society. You’ll explore local, national, and global politics, gaining skills in analysis, research, and evaluation. At AS, you’ll study power structures in Northern Ireland and the UK. At A2, you’ll compare democratic and non-democratic systems. It’s ideal for anyone interested in current affairs, citizenship, or careers in law, public service, or business.



ENTRY REQUIREMENTS

Students wishing to take on A-Level Government and Politics must have a high standard of literacy skills, a good interest in the subject as well as a hardworking approach to their studies. Grade C* or above in GCSE History or English Language/ Literature is required.

CAREER PROGRESSION

Students who study Politics have access to a wide range of career and higher education opportunities such as: Teaching, Personnel Management, Journalism, Law, Government, Research Officer and Political lobbyist.

COURSE STRUCTURE & ASSESSMENT

Unit	Area of Study	Assessment
AS1	The Government and Politics of Northern Ireland	External exam: 1 Hour and 15 Minutes
AS2	The British Political Process	External exam: 1 Hour and 45 Minutes
A21	Option A: A Comparative study of the Government and Politics of the Politics of the USA and the United Kingdom	External exam: 2 Hours and 15 Minutes
A22	Option A: Political Power	External exam: 1 Hour and 30 Minutes

HISTORY

HEAD OF DEPARTMENT: MRS B KERRIN

Apart from being extremely enjoyable and enabling students to learn about the past - that is, to understand the past and, through it, come to a far better understanding of the present - history also offers students the opportunity to acquire and improve on many of the key skills which have been identified as a priority with employers. History places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation.

Employers have told us that students entering the World of Work today need a broad balance of skills to include scientific, mathematical, technological and communication skills. History contributes fully to the communication skills set as it is a long established, traditional and well respected A Level subject which employers know provides students with a good standard of literacy and communication. Therefore, History makes an excellent subject to have for any career you set your sights on.



ENTRY REQUIREMENTS

Students wishing to take on A-Level History must have a high standard of literacy skills, a good interest in the subject as well as a hardworking approach to their studies. GCSE History is desirable but not essential. Grade C* or above in GCSE History or English Language/Literature is required.

COURSE STRUCTURE & ASSESSMENT

The course outlined is run by CCEA.

AS1: Historical Investigations and Interpretations:

- Germany 1919-45
- External Written Examination
- 1 Hour and 30 Minutes

AS2: Historical Conflict and Change

- Russia 1914-41
- External Written Examination
- 1 Hour and 30 Minutes

A21: Change over time:

- The American Presidency 1900-2000
- External Written Examination
- 1 Hour

A22: Historical Investigations and Interpretations

- Partition of Ireland 1900-1925
- External Written Examination
- 2 Hours and 30 Minutes

CAREER PROGRESSION

Students of History have access to a wide range of career and higher education opportunities including:

- Law
- Economics
- Medicine
- Journalism/Media
- ICT related careers
- Business
- Hospitality/Tourism sector
- Politics



HEALTH & SOCIAL CARE

HEAD OF DEPARTMENT:

MRS P MCMANUS

SUBJECT TEACHER: MRS D MOORE

Students can take the AS course (Single Award) in Health and Social Care as a final qualification; or the AS units plus the A2 units for a GCE A level qualification (Single Award).

Health and Social Care A level encourages students to develop an interest in health, social care and early years, and provides opportunities to research issues affecting the care sector. Students will develop strong vocational links locally in relation to health, social care and early years work contexts, and will develop advanced study skills that will help prepare them for third level education.

ENTRY REQUIREMENTS

A student wishing to study Health and Social Care will require a minimum of 6 GCSEs grade C* or above including English. Students must also have demonstrated suitable commitment to their studies at GCSE level in all subject areas. It would be desirable for students wishing to embark on this course to consider volunteering or to have some related work experience and/or paid employment within the caring sectors.

COURSE STRUCTURE & ASSESSMENT

The course includes six units: three at AS and three at A2, with a mix of internal and external assessments.

AS Level (40%)

AS1: Promoting Quality Care – Internal (10%)
Report based on a care setting, exploring values, legislation, and poor practice.

AS2: Communication in Care Settings - Internal (10%)

Observing and evaluating communication in a care setting.

AS3: Health & Well-being - External Exam (20%)

Covers health concepts, service users' needs, health promotion, and anti-discriminatory practice.

A2 Level (60%)

A2 3: Providing Services – External Exam (20%)

Based on pre-release material; explores service provision, legislation, and practitioner roles.

A2 4: Health Promotion – Internal (15%)

Plan and evaluate a small-scale health campaign based on NI priorities.

A2 5: Supporting the Family – Internal (15%)

Case study exploring family structures and support needs. influence family life. Students will investigate the wide range of services available to families and the support that these services offer and produce a report on how statutory and voluntary organisations support families with significant issues.

CAREER PROGRESSION

A Level Health and Social Care develops knowledge and understanding relevant to degrees in nursing, allied health professions, social sciences, social policy, social work and early years. It will also help develop skills, aptitudes and values for employment in the health, social care and early years sectors.



INFORMATION TECHNOLOGY

HEAD OF DEPARTMENT: MR M CONNOLLY

The Pearson BTEC Level 3 National Extended Certificate in Information Technology.

This A Level equivalent qualification introduces students to the creation and management of IT systems for effective information sharing. It develops essential IT knowledge and skills, including: understanding the relationship between hardware and software, managing and organising data effectively and communicating digitally in professional contexts. This course is ideal for students considering further study or careers in a wide range of fields - not just IT.

ENTRY REQUIREMENTS

A student wishing to study BTEC Level 3 Information Technology should have a grade C* or above in GCSE Digital Technology. Students must also have demonstrated suitable commitment to their studies at GCSE level in this subject.

COURSE STRUCTURE & ASSESSMENT

- **Mandatory Units:** Learners must complete three mandatory units - one internal and two external. A Near Pass or above is required for all external units, and a Pass or above for the internal unit.
- **Optional Unit:** Learners must also complete one optional unit.
- **External Assessment:** External assessments make up 58% of the total Guided Learning Hours (GLH). This includes a synoptic assessment requiring learners to apply knowledge across the qualification to a vocational task.
- **Synoptic Assessment (Unit 1: Information Technology Systems):** Learners demonstrate understanding of IT systems, including hardware, software, system interactions, user relationships, and the impact of IT on individuals and organisations. This is assessed through a Pearson-set and marked exam. Learners should apply both specialist and transferable skills, drawing on broader learning to prepare effectively.

CAREER PROGRESSION

The Level 3 BTEC in IT provides learners with the opportunity to progress to degrees in IT disciplines or courses where IT skills are beneficial. It carries UCAS points and is recognised by higher education providers for admission to many relevant programmes. It supports entry to a wide range of degrees, including Software Development for Animation, Accounting and Finance, Business, Computer Arts, and Fashion Buying Management. When studied alongside other Level 3 qualifications, it enables progression to higher education and prepares learners for entry-level IT roles, such as apprenticeships or positions like social media specialist, web/content developer, or business analyst.



The Pearson BTEC Level 3 National Extended Certificate in IT

	Unit Title	GLH	Type	Assessment
1	Information Technology Systems	120	Mandatory & Synoptic	External
2	Creating Systems to Manage Information	90	Mandatory	External
3	Using Social Media in Business	90	Mandatory	Internal
5	Data Modelling	60	Optional	Internal
6	Website Development	60	Optional	Internal

Summary Table: BTEC IT Assessment Overview

Unit	Assessment Type	Marks & Duration	Availability
Unit 1	• Written exam set and marked by Pearson; 90 marks; Two hours.	Marks: 90, Duration: 2 hrs	January & Summer
Unit 2	Pearson-set task: Part A: 5 activities in 3 hrs; Part B: 3 activities in 2 hrs. Completed on computer and submitted electronically. Worth 66 marks.	Marks: 60, Duration: 1.5 hrs	January & Summer

MATHEMATICS

HEAD OF DEPARTMENT:
MRS C MAGEEAN

The Mathematics specification adopts a modular structure and candidates are required to study two modules in Year 13. This will account for 40% of the final score. There are two modules in Year 14. These account for 60% of the final score.

A-Level Mathematics is a very popular choice at Drumragh Integrated College. Lots of help and support is provided by the dedicated staff and this is obvious through the excellent relationships which exist between staff and students.

ENTRY REQUIREMENTS

A student wishing to study Mathematics will require a grade B or better in GCSE Mathematics.

COURSE STRUCTURE & ASSESSMENT

Unit AS 1 covers topics such as algebra and functions, coordinate geometry including circles, binomial expansion, trigonometry (excluding radians), exponential and logarithmic functions, differentiation, integration, and vectors.

Unit AS 2 focuses on kinematics (including i/j vectors), forces and Newton's Laws, sampling, data presentation and interpretation, probability, and statistical distributions.

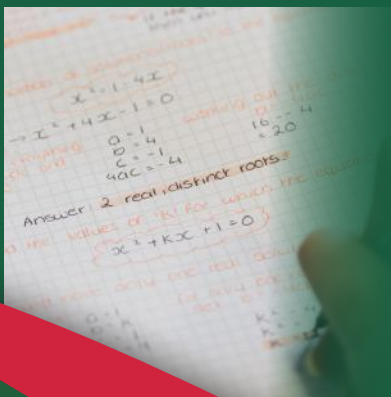
A2 Level

Unit A2 1 includes algebra and functions, coordinate geometry, sequences and series, trigonometry, differentiation, integration, and numerical methods.

Unit A2 2 covers kinematics, moments, impulse and momentum, probability, statistical distributions, and hypothesis testing.

CAREER PROGRESSION

Students who will benefit from studying mathematics at post-16 are those who are considering careers in the following: Accountancy, Banking, Medicine, Veterinary Science, Teaching and Engineering.



Content	Assessment	Weightings
AS 1: Pure Mathematics	External written examination 1hr 45 mins Students answer all questions	60% of AS 24% of A level
AS 2: Applied Mathematics	External written examination 1hr 15 mins Students answer all questions	40% of AS 16% of A level
A2 1: Pure Mathematics	External written examination 2hr 30 mins Students answer all questions	36% of A level
A2 2: Applied Mathematics	External written examination 1hr 30 mins Students answer all questions	24% of A level

MODERN LANGUAGES

HEADS OF DEPARTMENT:
MS C DOLAN & MS I PALMA
VARO

French & Spanish (Exam Board: CCEA)

ENTRY REQUIREMENTS

A student wishing to study modern languages will require a grade B or higher in the relevant language.



COURSE STRUCTURE & ASSESSMENT

Year 13 (AS Level – 40% of A Level)

- AS1 Speaking: Presentation & conversation (11 mins) – 30% AS, 12% of A level
- AS2 Listening, Reading & Language Use: 40 mins + 50 mins + 30 mins - 40% AS, 16% of A level
- AS3 Extended Writing: One essay on a set film or text (1 hr) – 30% AS, 12% of A level

Themes: Relationships, Culture & Lifestyle

Year 14 (A2 Level – 60% of A Level)

- A21 Speaking: Discussion (15 mins) - 18% of A level
- A22 Listening & Reading: 45 mins + 2 hrs - 24% of A level
- A23 Extended Writing: One essay on a set literary text (1 hr) – 18% of A level

Themes: Young People in Society, Our Place in a Changing World

Specification Aims:

Develop language and cultural understanding, communicate confidently, engage with societal and cultural issues, apply linguistic skills, think critically, research independently, and prepare for higher education.

CAREER PROGRESSION

An A level in a modern language provides a particularly good foundation for a degree in History, English, Politics, or Law.

An A level in modern languages can be useful for progression to careers in a range of fields, including:

- Teaching
- Translating
- Business and politics
- Tourism
- Journalism
- Marketing
- International Relations



MOVING IMAGE

SUBJECT LEADER: MR E DUNCAN

COURSE STRUCTURE & ASSESSMENT

CAREER PROGRESSION

"Film as dream, film as music. No art passes our conscience in the way film does and goes directly to our feelings, deep down into the dark rooms of our souls."

INGMAR BERGMAN, DIRECTOR

Moving Image Arts is the study of Film and Film Making. As distinct from Media Studies, MIA is concerned with the artistic intent and style of film. Students get the chance to study the classic films of our time, learn the language of appreciation and then make their own film. It is for the student who is already passionate about Film and has something to say about the world in a film of their own.

ENTRY REQUIREMENTS

Due to the analytical and artistic nature of the course:

Essential: Grade B GCSE English
Desirable: GCSE study in Art Design/Drama.

There are two assessment units in AS/A2

Unit One

Production: a live action film production 3 – 4 minutes

Pre – production portfolio: containing all the philosophy, preparation and evaluative work that have gone into the film.

Unit Two

Online examination

One of the first exam boards to run a live exam, CCEA stream film clips to the centre which are analysed by students. The answers are submitted via internet.

AS 1 = 60%

AS 2 = 40%

A2 1 = 60%

A2 2 = 40%

The film has to be shot and edited by the start of the summer term to leave good time to revise for the online exam which runs in June.

- Film maker
- Film/Television production
- Scriptwriter
- Editing/Post production
- Costume designer
- Camera Operator
- Multi Media Production



MUSIC

HEAD OF DEPARTMENT:
MRS C GUNN

A course in AS/A2 Music provides students with opportunities to further develop musical competence in the areas of Listening, Performing and Composing through the exploration of different styles, genres and traditions of music.

AS/A2 Level Music accommodates the needs and interests of all its students, presenting itself as a course to be enjoyed and explored by everyone through the promotion of understanding and developing of skills, as a basis for further study and/or leisure.

ENTRY REQUIREMENTS

Students should already play an instrument and/or sing and have some understanding of basic harmonic progressions and staff notation. It is recommended that students have acquired at least a 'C' grade in GCSE Music or hold Grade 5/6 Practical examination and/or equivalent theory qualifications.

CAREER PROGRESSION:

A qualification in AS/A2 Music provides students with opportunities for further studies in music and entry to university, i.e. Bachelor of Music Degree. It offers a stepping stone to careers such as: Music Teacher, Music Technician, TV/ Media Broadcaster, Performer, Composer and many more.



COURSE STRUCTURE & ASSESSMENT:

CONTENT	ASSESSMENT	WEIGHTINGS
AS 1: Performing	Solo performance Viva voce	32.5% of AS 13% of A level
AS 2: Composing	Internally assessed, externally moderated A: Composition Task or B: Composition with Technology Task Written commentary	32.5% of AS 13% of A level
AS 3: Responding to Music	Music for Orchestra 1700-1900 • Sacred Vocal Music • Secular Vocal Music Two written examinations • Test of aural perception (listening paper) • Written exam (essay & score analysis)	35% of AS 14% of A level
A2 1: Performing	Externally assessed by visiting examiner • Solo performance • Viva voce	19% of A level
A2 2: Composing	• A: Composition task OR B: Composition with technology task	19% of A level
A2 3: Responding to Music	Music for Orchestra in the Twentieth Century • Sacred Vocal Music • Secular Vocal Music, 1600 to the present day Two written examinations • Test of aural perception (listening paper – 1hr 15mins) • Written exam (essay & score analysis – 2 hours)	21% of A level

NUTRITION & FOOD SCIENCE

HEAD OF DEPARTMENT:
MRS P MCMANUS

The CCEA GCE Nutrition and Food Science specification focuses on good nutrition as an important part of leading a healthy lifestyle. Eating healthy food can help to reduce the risk of chronic illness and promote overall health. Consumer behaviour when making food purchasing decisions and issues such as food security and sustainability are explored.

ENTRY REQUIREMENTS

The AS in Nutrition and Food Science builds on, but does not depend upon the knowledge, understanding and skills developed within GCSE Home Economics: Food and Nutrition and related subjects. Grade B in both Home Economics: Food and Nutrition and Science is desirable.



COURSE STRUCTURE & ASSESSMENT

CONTENT	ASSESSMENT	WEIGHTING
AS 1: Principles of Nutrition Macronutrients: Protein, Fat, Carbohydrate Micronutrients: Vitamins, Minerals Water and other fluids, Nutrition through life, Nutrient requirements	External written examination 1 hour 30 mins Answer all questions in Section A and two extended writing questions from a choice of three in Section B.	50% of AS level 20% of A level
AS 2: Diet, Lifestyle and Health: Eating patterns, Energy and Energy balance, Diet-related disorders, Alcohol & Physical activity	External written examination 1 hour 30 mins Answer all short questions in Section A and three extended writing questions from a choice of four in Section B.	50% of AS level 20% of A level
A2 1: Option 1 – Food Security and Sustainability: Food Security, Poverty, Sustainability, Waste, Changing consumer behaviour Option 2 – Food safety & Quality Food Safety, Safety through the food chain Microbiological contamination Chemical contamination Additives, Allergens, Controls & Legislation	External written examination 2 hours 30 mins Students answer a compulsory structured question in Section A and three extended writing questions from a choice of four in Section B.	30% of A level
A2 2: Research project	Internal assessment Students complete a 4000 word research-based project. Teachers mark the projects, and CCEA moderate the results.	30% of A level

CAREER PROGRESSION

There are many career opportunities in this field of work as scientific knowledge and research develops. An A-level in Nutrition and Food Science allows students to progress into many higher education courses and careers such as teaching, food science, food technology, health promotion, dietetics, sports nutrition, environmental health, health and social care, nursing, social work and hospitality management. This subject can open up a range of possibilities in the world of work, both at home and worldwide.

PERFORMING ARTS

HEAD OF DEPARTMENT: MRS L BELL

If you are highly motivated, fully committed, enjoy watching theatre and making drama and most importantly, know how to unlock your imagination then this subject could be a positive experience for you.

This course will take you on a journey gaining knowledge and understanding of theatre practice through your own engagement with the medium as both participant and informed audience member. You will also develop performance and production skills appropriate to the creation and realisation of drama and theatre within the Performing Arts Industry

ENTRY REQUIREMENTS

Ideally, to be successful in the theory elements of this BTEC Course, a GCSE grade B in drama is desirable. Students not having previously studied GCSE Drama will be expected to have gained a minimum of six GCSE's grade C or above including English at a grade B; and will need to provide evidence and audition to show practical acting skills before entry onto the course is granted. This entry will be subject to a trial period of successful involvement. Commitment and high attendance are also absolutely essential for all drama students

COURSE STRUCTURE & CONTENT

Students follow the course provided by the Pearson BTEC Level 3 National Extended Certificate in Performance (Acting)

Equivalent in size to one A Level. There are Five units, of which two are mandatory (M) and one is external.

This qualification offers an engaging programme to support learners who want to pursue a career in acting as well as securing transferable skills that are eagerly sought from a range of career paths.

Year 13

Students study Unit 34: Developing Skills and Techniques for Performance (Mandatory) and Unit 19: Acting Styles (Optional).

Year 14

Students complete Unit 3: Group Performance Workshop (Mandatory), along with optional units such as Unit 21: Improvisation and Unit 29: Storytelling.

CAREER PROGRESSION

Drama and Performing Arts aims to:

- Provide opportunities for progression to courses in higher education in the subject area of Drama, Theatre Studies and Performing Arts.
- Can be used as an entry qualification in a range of other subjects.
- Offers subject content, which is distinct from that of other subjects, with high cross-curricular links throughout.
- Complements other subjects in the 'Arts' block.
- Contrasts with study in other curriculum areas.
- Demonstrates to future employers that you have developed self-confidence and highly developed social & communication skills.
- Past Drumragh Integrated College Drama students have successfully progressed to university and launched careers in fields such as acting, journalism, teaching, media, and childcare.



PHYSICS

SUBJECT TEACHER:
MR T MCCANCE

Physics has been, and always will be, one of the most challenging of subjects at any level.

Students will offer various reasons for choosing this subject at A-level. The main reason is the requirement for Degree courses that they hope to apply to in the coming years.

However, employers are looking for a skill based work force with the capability to adapt to the ever changing demands of the 21st Century work place.

The tasks and the challenges found in the content of this course will help develop these skills. It will also help develop the importance of Physics as a human endeavour, which interacts with social, philosophical, economical and industrial matters.

Physics will leave you better prepared for your next step along your chosen path.

ENTRY REQUIREMENTS

In addition to overall college post-16 entry requirements, a minimum grade BB is required* in GCSE Double Award Science.

*The BB Grade must be secured through study of higher tier modular GCSE examinations, not foundation level.

COURSE STRUCTURE & ASSESSMENT

The course outlined is accredited by CCEA

- An A Level is awarded on successful completion of all 6 units.
- Exams will be available in the summer term only.

CAREER PROGRESSION

Physics is becoming more important in your choices for further education. A wide and varied field of courses is available to students with good grades including a Physics A-Level. Some of these are listed below:

- Dentistry
- Medicine
- Engineering
- Forensic Science
- Optics
- Materials Science
- Telecommunications
- Astronomy
- Veterinary Science
- Teaching

UNIT	VALUE AT AS LEVEL	VALUE AT A LEVEL
Forces, Energy and Electricity	40%	16%
Waves, Photons and Astronomy	40%	16%
Practical Techniques & Data Analysis	20%	8%
Deformation of solids, Thermal Physics, Circular motion, Oscillations, Atomic and Nuclear Physics.		24%
Fields, Capacitors and Particle Physics		24%
Practical Techniques & Data Analysis		12%
Practical Techniques & Data Analysis		12%



RELIGIOUS STUDIES

HEAD OF DEPARTMENT: MRS J. WILSON

Religion plays an important role in many different cultures. Religious Studies enables you to develop an insight and interest in areas of knowledge, belief and thought central to an understanding of the modern world.

If you are interested in learning more about religious traditions and beliefs, philosophical or ethical approaches to religion, then this course will give you the opportunity to achieve this. By studying Religious Studies you will be able to engage with challenging questions concerning the meaning of and purpose of life. You will enjoy this course if you have an interest in different cultures and beliefs and if you have a naturally inquisitive, enquiring mind.

ENTRY REQUIREMENTS

GCSE Religious Studies - Grade C* or above.

COURSE STRUCTURE & ASSESSMENT

At AS and A2 level students study two units: 1) Textual Studies taught by Mrs Wilson & 2) Religious Ethics taught by Mrs McKenna.

Year 13 (AS Level)

Students sit two externally assessed written papers, each lasting 1 hour 20 minutes. Each paper accounts for 50% of AS and 20% of A Level.

Textual Studies: Introduction to Acts of the Apostles, covering background, beginnings of the church, growth and expansion, Paul the Apostle, and other aspects of human experience.

Religious Ethics: Foundations and Principles, including Christian morality, ethical theories, bioethics, life and death issues, and human experience.

Year 14 (A2 Level)

Students sit two externally assessed written papers, each lasting 2 hours. Each paper accounts for 50% of A2 and 30% of A Level.

Textual Studies: Themes in selected letters of St Paul -Galatians, 1 Corinthians, Ephesians and a synoptic theme: Controversy, Division, and Reconciliation.

Religious Ethics: Global Ethics, including moral theory, global rights, global issues, and a synoptic theme: Conscience, Freedom, and Tolerance.

CAREER PROGRESSION

Religious Studies can open up a wide range of opportunities for further and higher education and interesting and rewarding careers. Through studying religious studies, you will learn how to critically evaluate different topics and issues, developing your skills in considering evidence and arguing a case based on the evidence.

Students of Religious Studies can go on to have careers in areas such as teaching, medicine, law, public service, advice work, counselling, journalism, ministry, social work, charity organisations, youth work and community work.



TECHNOLOGY & DESIGN

HEAD OF DEPARTMENT: MRS S HAGAN

The department strives to instil in the student the capacity to solve problems, be creative, be confident and competent in their own abilities as an individual and as part of a team. This is achieved by the department staff through their realistic attitude, their dedication and their expertise. It is also achieved by the students, in the development of projects that they have designed and realised themselves. This develops a sense of ownership and credibility in their achievements.

ENTRY REQUIREMENTS

Students will be required to have at least a grade B in GCSE Technology and Design and a B in the exam modules. In addition, they will also need a Grade C in GCSE Maths and one other subject.

COURSE STRUCTURE & ASSESSMENT

This CCEA GCE Technology and Design specification gives students the opportunity to get involved in the world of design. It will equip them with the skills required to recognise and overcome challenges and constraints when working towards making high quality products.

This specification is available at two levels: AS and A2

Students who continue to A2 explore product design in greater detail than at AS level. The A2 course includes an internally assessed design-and-make task.

The specification has four units:

- Unit AS 1: Compulsory: Design and Materials and Option: Product Design
- Unit AS 2: Controlled Assessment: Product Development
- Unit A2 1: Product Design
- Unit A2 2: Controlled Assessment: Product Design and Manufacture.

SKILLS DEVELOPED

The students will develop their designing and manufacturing skills, along with skills and knowledge in the areas of CAD, Maths and Graphical Communication. They will also develop their evaluation skills in technical, aesthetic, economic, environmental and social contexts.

CAREER PROGRESSION

A qualification in Technology and Design can provide you with a basis for study in further or higher education in a wide range of disciplines such as engineering, product development and product design.

The qualification could also be used as an entry route into an apprenticeship in a career such as engineering. The range of career options open to you is very wide due to the nature of GCE Technology and Design as it involves problem-solving, application of scientific principles to the design of products, the process of design itself and the use of materials and techniques such as Computer-Aided Design. This can provide you with a useful basis for entry into careers such as Product Design, Engineering, Graphic Design, Teaching and Architecture.



SPORT

HEAD OF DEPARTMENT: MR C GALLAGHER

The OCR Level 3 Cambridge Technical Extended Certificate in Sport is for learners 16 years old or over who want to study sport, leisure or fitness.

This qualification is not just about being able to play sport; it will provide learners with the skills, knowledge and understanding to progress into Higher Education on a sport-related programme such as Sport and Physical Education, Sport Science, Sport Coaching and Development or Sport and Leisure Management.

ESSENTIAL ENTRY REQUIREMENTS

- D2*-M2 in Cambridge National or BTEC equivalent
 - A*-C in English
 - A*-C GCSE P.E.
 - Competence in ICT
 - A genuine commitment/ interest in sport
 - Ability to work independently
 - Ability to work independently
- Desirable Entry Requirements:
- A-C in DA Science



COURSE STRUCTURE & ASSESSMENT

Mandatory Units

Unit 1: Body Systems and the Effect of Physical Activity

Externally assessed exam. Covers key body systems, their role in performance, and effects of physical activity, training, and lifestyle.

Unit 2: Sports Coaching and Activity Leadership

Internally assessed. Focus on planning and delivering sports sessions, reflecting on practice, and improving coaching skills.

Unit 3: Sports Organisation and Development

Externally assessed exam. Explores UK sports organisations, roles, collaboration, and sports development processes and evaluation.

Additional Units

Unit 8: Organisation of Sports Events

Internally assessed. Develop skills in planning, promoting, and delivering sports events, teamwork, and personal development.

Unit 17: Sports Injuries and Rehabilitation

Internally assessed. Learn to treat and prevent sports injuries, design rehab programmes, and understand psychological impacts. Prepares for careers in sports therapy, coaching, and development.

CAREER PROGRESSION

The OCR Level 3 Cambridge Technical Extended Certificate in Sport can lead to careers and further study in areas such as:

Employment:

- Sports Coach
- Personal Trainer
- Sports and Activity Coordinator
- Leisure Centre Manager
- Sports Development Officer

Specialist Roles: Physiotherapy, Sports Therapy, Sports Massage, Nutrition and Dietetics.

Apprenticeships: Advanced Level in Coaching or Personal Training.

This course is designed to prepare learners for both university progression and entry-level roles in the sports sector, combining practical skills with theoretical knowledge.





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